DOCUMENT RESUME

ED 100 822 SP 008 731

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TITLE	Training of Teachers of Migrant Workers' Children.
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
PUB DATE	74
NOTE	64p.
AVAILABLE FROM	Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg, France ($4.00)
EDRS PRICE	MF-$0.75 HC Not Available from EDRS. PLUS POSTAGE
DESCRIPTORS	Inservice Teacher Education; *Migrant Child Education; Migrant Problems; *Migrant Youth; Questionnaires; *Teacher Education; *Teachers
IDENTIFIERS	*Europe

ABSTRACT

This document discusses the training of teachers of migrant workers' children and outlines a program of basic and specialized training for the teacher. Part 1, an introduction, discusses some trends in the demand for foreign workers in western Europe and problems in education relating to these trends. Part 2 examines teacher education in the host country on three levels: basic, specialized, and additional training. Part 3 presents responses to a Council of Europe questionnaire from emigration and immigration countries regarding the three levels of education mentioned above. Part 4 presents opinions of nursery and primary teachers who have foreign pupils in their classes concerning the shortcomings in their training and suggestions to repair them. Part 5 outlines a teacher education program for teachers of migrant children in the host countries and the emigration countries. (PD)

ED 100822

TRAINING OF TEACHERS OF MIGRANT WORKERS' CHILDREN

by

Louis WARZEE

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Council for Cultural Co-operation
COUNCIL OF EUROPE
Strasbourg
1974

The Council for Cultural Co-operation was set up by the Committee of Ministers of the Council of Europe on 1 January 1962 to draw up proposals for the cultural policy of the Council of Europe, to co-ordinate and give effect to the overall cultural programme of the organisation and to allocate the resources of the Cultural Fund. It is assisted by three permanent committees of senior officials: for higher education and research for general and technical education and for out-of-school education. All the member governments of the Council of Europe, together with Greece, Finland, Spain and the Holy See are represented on these bodies (1).

In educational matters, the aim of the Council for Cultural Co-operation (CCC) is to help to create conditions in which the right educational opportunities are available to young Europeans whatever their background or level of academic accomplishment, and to facilitate their adjustment to changing political and social conditions. This entails in particular a greater rationalisation of the complex educational process. Attention is paid to all influences bearing on the acquisition of knowledge, from home, television to advanced research; from the organisation of youth centres to the improvement of teacher training. The countries concerned will thereby be able to benefit from the experience of their neighbours in the planning and reform of structures, curricula and methods in all branches of education.

Since 1963 the CCC has been publishing, in English and French, a series of works of general interest entitled "Education in Europe", which records the results of expert studies and intergovernmental investigations conducted within the framework of its programme. A list of these publications will be found at the end of the volume.

Some of the volumes in this series have been published in French by Armand Colin of Paris and in English by Harraps of London.

These works are being supplemented by a series of "companion volumes" of a more specialised nature to which the present study belongs.

General Editor:

The Director of Education and of Cultural and Scientific Affairs, Council of Europe, Strasbourg (France).

The opinions expressed in these studies are not to be regarded as reflecting the policy of individual governments or of the Committee of Ministers of the Council of Europe.

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PREFACE

In Resolution (70) 35 of the Council of Europe Committee of Ministers, the governments of member states are recommended:

> "To encourage teachers in the receiving country who have the children of migrant workers in their charge to acquire an adequate knowledge of teaching programmes in the countries of origin of such pupils;
>
> to encourage and assist teachers in the countries of origin to follow courses in the receiving countries and vice versa, in order to promote understanding of the cultural and educational systems of these countries;
>
> to promote, in the emigration countries, and also in the receiving countries, if the appropriate authorities agree, the training of specialist teachers to educate the children of migrant workers abroad, in the civilisation and language of their country of origin."

The European Ministers of Education, at their 7th conference held in Brussels on 8-10 June 1971, agreed, in Resolution No 4 (71) that particular attention should be given to the education and training of immigrants and especially to their children's schooling.

In 1973, in response to these two resolutions, the Council of Europe's Council for Cultural Co-operation included in its work programme the subject of the basic, specialised and additional training of teaching staff responsible for the education of migrant workers' children.

For the purpose of providing up-to-date information, the Council of Europe Secretariat asked the governments of member states to report on the various kinds of training provided for such teachers and commissioned Mr Louis Warzee, Senior Inspector (Belgium), to compare the information supplied and to outline a suitable teacher training programme.

As the reports did not give particulars of teachers' behaviour, desiderata or opinions, the author thought it worthwhile supplementing the information and suggestions with a survey among teachers with a number of foreign children in their classes.

At the same time as forwarding this study to the governments of member states of the Council for Cultural Co-operation, the Secretariat is submitting it as a contribution to the "Ad hoc Conference on the Education of Migrants".

Mr Louis Warzee has drawn on broad experience and great depth of knowledge of the subject to compile this very interesting study, and the Secretariat is most grateful.

Whatever course the various European countries choose to follow, the many facts and ideas contained in this study, although not necessarily reflecting the views of the Council of Europe and its member states, should encourage the co-ordination of efforts towards further progress for the benefit of migrant workers' children.

Niels Borch-Jacobsen

Director of Education and of Cultural and
Scientific Affairs

I. INTRODUCTION

1. Foreign workers in Western European countries

In recent years there has been a constant increase in the demand for foreign workers in the countries of Western Europe.

With their high level of education and possessing degrees and diplomas, young people are no longer prepared to do menial work. In western civilisation, degrees and diplomas are indispensable for anyone who wants to climb the social ladder. This capillary tendency has its source in the school and is encouraged by the democratisation of studies.

Economic development strengthens this trend.

1. In the primary sector there is a decreasing demand for manpower owing to mechanisation and the gradual disappearance of small family firms in favour of centralised and co-operative enterprises which are more profitable.

2. The secondary and tertiary sectors, on the other hand, are continually expanding. Administration, banks, commerce, insurance, teaching, etc call for an ever-increasing number of specialised jobs. As a result unskilled labour is becoming rare. This creates a demand in the economically less favoured countries, which provide an ever greater number of workers.

2. A few figures (1)

In 1965 the Federal Republic of Germany, France, Switzerland, the 3 Benelux countries and Great Britain together employed 856, 000 foreign workers, of whom 85% came from Italy, Yugoslavia, Portugal, Spain, Turkey and Greece.

Four years later, there were still only 955, 300, of which Germany accounted for 646, 000, ie 61.6% of the total.

In 1971 the number was 5, 777, 000, a six-fold increase in 2 years.

The number has now reached 6, 400, 000, including Austria and Scandinavia.

3. Problems of teaching and education

a. Adaptation to the host country

There may be discrepancies in aliens statistics, depending on the sources consulted. That is inevitable and does not really matter.

My reason for quoting the above figures was to show the vast jumble of populations and to call attention to the problems which arise. For example, the fact that migrant workers are accompanied by their wives and children or joined by them later has implications in the matter of education (not only of adults but, even more, of the children).

The attraction of the large industrial centres and the concentration of the workers in towns make it possible to trace out on the map of immigration countries the areas which have a large percentage of foreigners (so large that there are sometimes more foreign than native children in the schools).

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(1) From "Finance and Development", a quarterly publication of the Monetary Fund and the World Bank. Volume 10 - No 1 - March 1973 - pages 2-6.

How was the school, this modern Tower of Babel, to face up to the great flood of immigrants? Was it prepared to take in and to teach this stream of foreigners, whose habits and customs were often so different and so strange? In recent years, imported manpower has become less skilled and the number from rural districts has become ever greater. These people find themselves even more out of their element and there have been increasing difficulties of adaptation and education.

In most cases, the schools, despite the problems, have done their best to make these children welcome. The teachers were quite unprepared and have displayed prodigies of devotion and patience. They have had to learn as they went along and to acquire the necessary qualifications from day-to-day contact with the problems; and there was no lack of them.

The new arrivals, having started out in the poorest districts, gradually became integrated into their new surroundings, slowly improved their social status and finally returned to their countries having "made their pile". Some, however, became acclimatised to the host country and, attracted by the standard of living, contemplated staying longer and even permanently.

In some countries, with the improvement of their material conditions they left the jobs in which they had started, abandoning the mines for the factories and the factories for the workshops or became master-craftsmen or small tradesmen. Thus they moved up the occupational and social scale. There was often a movement from industrial regions to the large towns, from slum districts to suburban residential areas (where the rents were no doubt dearer but where living conditions were much better).

The results of the migratory movement from country to country is evident. Teachers despair to see the children they have taught leave them and give place to new contingents, with whom they have to start all over again.

Internal migration has 2 effects: as soon as they leave the poorer districts, the foreigners are immediately replaced by new arrivals. Here too, the teachers have to cope with the problem of a continual replacement of their pupils.

In semi-residential areas, where previously immigrants did not settle, we now find immigrants whose income has enabled them to aspire to more comfortable conditions and who even decide to remain permanently in the host country. Schools where before the problem was unknown now have migrants' children among their pupils and find their numbers steadily increasing.

The educational situation is very different in the 2 cases: in the first case, the children have just arrived and the teacher must start from scratch; in the second, the task is easier because the pupils already know the language of the host country.

Finally, since the main migratory movements started just after the second world war, the children of the early immigrants have now reached marriageable age. They are fully assimilated and their children, although foreigners by nationality, speak the native language perfectly.

Any immigrant family which has been in the country for more than 3 years may send children born in the host country to nursery school. Primary schools take in more and more pupils who have had 3 years of nursery schooling in the host country. For these children, adaptation to the elementary school does not pose any great problem.

The complexity of the situation means that teachers are faced with a confused mixture of peoples of all nationalities, of all languages and at all stages of adaptation.

a. How can they cope with this situation without a minimum of preparation?

b. Maintaining national culture

When the foreigners intend to return to their country of origin after only a few years of hard work, what can be done for them so that they do not become "foreigners" in their own country, whose language they have neglected and whose culture they have partly abandoned? What can be done to avoid the trauma this will cause for their children, who were born abroad and only know of their own country by hearsay? How are we to find teachers who can maintain the link with the country (or countries) of origin?

It is quite natural that the Council of Europe should have taken up this problem with a view to finding a solution.

II. EDUCATION OF MIGRANT WORKERS' CHILDREN AND TRAINING OF TEACHERS (1)

This question must be looked at from 2 points of view. The most obvious, because the most immediate difficulty is the training of teachers in the host country. This is the most acute problem.

It may be examined at 3 levels:

1. A prospective level: the training today, in the teacher training colleges, of the teachers of tomorrow, equipped to cope with the problems of immigration thanks to a BASIC TRAINING, which gives them an awareness of the question (even if they will never have a single immigrant in their classes).

2. A more thorough level, aimed at training fully qualified teachers, "SPECIALISTS" in teaching foreigners, who would take up this teaching as a "vocation", a difficult one no doubt but a rewarding one. They must be given SPECIALISED TRAINING after teacher training school.

3. A third level consists in emergency measures, a sort of "first aid", to provide the great mass of teachers already at work and at grips with the difficulties with ADDITIONAL TRAINING.

These then are the 3 panels of the triptych which constitute the professional qualification of the teachers: BASIC TRAINING, SPECIALISED TRAINING AND ADDITIONAL TRAINING. The first is of diachronic value and makes its impact over a period of time; the other 2 are designed to cope with synchronic factors accompanying geographical dispersal.

The emigration countries, in so far as they are interested in the fate of their citizens, must also - but to a lesser degree - tackle the training of teachers whom they will confront with similar difficulties, through a period of teaching abroad. For them the same 3 types of training have to be envisaged.

Children who have spent several years abroad are liable to feel strangers when they return home. Worse still, some children are born abroad and for them returning to their parents' home country means coming into contact with a completely strange environment. Will these children be fortunate enough to have teachers who appreciate their difficulties? It is hard to imagine how a generalised system of additional training might work. Although immigration is concentrated in a few regions in the host countries, emigration affects widely scattered areas in the countries of origin. A child who has become a foreigner in his own country and returns home deserves to find a climate of receptiveness and understanding which will make it easier for him to fit into the school system. Is it possible to require the WHOLE of a country's teaching force to undergo additional training which only a few of them will need? Governments which believe that it is will find it useful to refer to the suggestions outlined in V. a. 3, pages 48 et seq.

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(1) No mention will be made in this study of the training of auxiliary staff (see doc. CCC/EGT (73) 13, of 27 June 1973: V. B. page 10).

III. THE COUNCIL OF EUROPE QUESTIONNAIRE

After the meeting of the experts on 28, 29 and 30 May 1973, the Council of Europe requested member countries to report on the training of teachers by 15 November 1973.

In order to obtain an overall picture and to make comparisons easier, the replies have been summarised in tabular form. These tables only contain general concepts; the specific examples and practical cases have been embodied in the proposals set out in Chapters III/1 and III/2.

How to interpret these tables?

1. For greater clarity, the information in the reports has been classified, as homogeneously as possible, under a "general" and several specific headings.

2. The numbers in brackets refer to the pages of the individual replies.

The reader will notice that some columns are almost completely blank. The reason is that certain types of training have been very little or not at all provided for in some countries. This is no doubt why the Council of Europe is studying the question, in order to make suggestions which might be implemented or adapted.

1. Replies by emigration countries

Only 3 countries were approached: Spain, Italy and Turkey.

a. Basic training: see Table 1, page 8.

It is clear from this table that basic training is not specifically designed for the teaching of emigrant children. This will mainly involve the native language. Teachers who go abroad must therefore adapt themselves as well as possible to the host country. Their linguistic preparation is modest. TURKEY only provides for 3 languages; nothing is done for teachers who are to live in Sweden, Denmark, Norway, the Netherlands or Dutch-speaking Belgium. In selecting teachers, Spain gives preference to those who already know the language of the host country. But this does not imply that it has been taught in the teacher training college.

In Italy a few courses may give teachers an introduction to the migrant problem.

b. Specialised training: see Table 2, page 9.

This specialised training meets the requirements of Resolution (70) 35 of 27 November 1970, Point 13: "To promote, in the emigration countries, and also in the receiving countries, if the appropriate authorities agree, the training of specialist teachers to educate the children of migrant workers abroad, in the civilisation and language of their country of origin".

Italy and Spain run short courses. There is not very much specialisation, but the teachers receive a minimum of information on the foreign schools system and on the part they will have to play in assisting their emigrant compatriots.

Thanks to the study grants offered by Italy, teachers in the host country can acquire linguistic knowledge which will facilitate their contacts with classes that contain a large number of Italian immigrants. Point 12 of Resolution (70) 35 recommends governments "To encourage and assist teachers in the countries of origin to follow courses in the receiving countries and vice versa ...".

TABLE 1 Emigration countries Basic training

Synopsis

	1. Spain	2. Italy	3. Turkey
1. General	Spanish children should receive in the foreign country instruction in their native tongue given by teachers appointed and paid by the Spanish Government (1).		The Ankara Foreign Languages Institute offers courses in English, French and German for teachers who will work abroad (1).
2. Diplomas required	Primary teacher's diploma (for general basic education).		
3. Possession of a university degree	Many of the selected teachers have a university degree. They are given preference among the numerous candidates (1) at the selection stage.		
4. Knowledge of language of host country	Adequate knowledge required (2); preference given to teachers living in the host country (2).	Not included in the syllabuses of teachers' training colleges (1).	See Section 3.
5. Specialised courses	No special training in connection with emigration (2).	Higher teachers' training colleges: special vocational guidance courses. Teachers who are to emigrate are introduced to the problems peculiar to the education of migrant workers' children (1).	None provided (1).
6. Schools abroad for teaching the native language	GREAT BRITAIN: London "Canada Blanch" (1). FRANCE: Château de la Valette boarding facilities compensating for lack of family life (1). Native language and language of the host country taught jointly (1).		

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TABLE 2 Emigration countries: specialised training

Synopsis

	1. Spain	2. Italy	3. Turkey
1. General			The Ankara Foreign Languages Institute gives courses in English, French and German for teachers who will work abroad (1).
2. Short courses	Subjects: Reasons for emigrating, Main migratory movements in Europe, Adaptation and integration of migrants, Helping workers and their families, Educational work, Educational systems abroad, European consular organisation, etc (2 and 3).	Courses in the school service abroad, reserved for primary school teachers (1) to discover their personal aptitudes and knowledge of foreign languages (1).	
3. Seminars	School organisation in various European countries (3).		
4. Study grants		About 40 grants, for foreign teachers who have a large number of Italian pupils in their classes: holiday courses in Italian universities (introduction to the Italian language and life in Italy) (1).	

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c. Additional training: see Table 3, page 12.

Additional training is more definitely geared to practical problems. It may be provided with the assistance of specialists in the host country.

The fact that teachers sent abroad are not left to their own devices is in itself a very good thing. The teachers are supervised by inspectors appointed by the emigration countries, in a single country or in several countries.

Further language teaching is given at summer courses. Other countries prefer to send abroad teachers who are already acquainted with the language spoken in the area in which they are going to live.

2. Replies from immigration countries

Seven countries were approached: Federal Republic of Germany, Belgium, France, Netherlands, United Kingdom (1), Sweden and Switzerland.

a. Basic training: see Table 4, pages 14, 15, 16 and 17.

The table shows a spread from no action at all (Netherlands) to well co-ordinated organisation (Germany and Sweden).

Some countries allow for more or less extensive initiation, at the discretion of the teachers (Belgium) or the local authorities (Great Britain and Switzerland). Elsewhere, a centralised schools system lends itself to experimentation, to the benefit of the various areas concerned.

The United Kingdom works out projects for the future. In the short-term, its action takes the form of a large number of very dispersed schemes launched by local education authorities.

Sweden has made a particular effort and is the only country to give an example of co-ordinated, systematic action pursued in depth.

Introduction to audio-visual methods in the teaching of languages (in particular of the language of the host country, considered as a second language) is practised in general. Suitable methods have been worked out for this purpose (Belgium, France, Sweden, Germany).

Only one country has tackled the "... training of trainers" (see section 9, page 15. How to train future teachers if the teachers who are responsible for this training have not first acquired an insight into the problems and made a practical contribution to their solution?

b. Specialised training: see Table 5, pages 18, 19, 20 and 21.

Only 4 countries already provide such training:

1. systematically in Sweden;

2. by means of temporary courses in France and Great Britain;

3. through training over a long period (1 to 2 years for example), in Germany,

4. through shorter courses, in France, the United Kingdom and Sweden.

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(1) England and Wales only.

In Belgium, the Netherlands and Switzerland teachers do not yet specialise in the education of migrant workers' children.

c. Additional training: see Table 6, pages 22, 23, 24 and 25.

Additional training is adjusted to local requirements. Since it has to be fitted in with the teacher's work, it can only be of a limited and even sporadic nature. It includes training cycles, meetings between teachers, courses and language classes.

3. Conclusions

A study of the reports shows to what extent each country endeavours, feeling its way, to solve the teaching problems raised by migrant workers' children.

These efforts are determined by national educational policy.

Where a free hand is given to private initiative, to local authorities, to the universities and to the schools themselves, much is achieved but it is somewhat haphazard and unco-ordinated.

The countries in which administration is more centralised are able to pursue a national policy, allocating experiments and courses to the most suitable areas. Research work and efforts made at the national level and financed by the central authorities can be spread over the whole country (in particular in the areas which ask for them).

In the rest of this study, the measures taken by the individual countries will be grouped together and co-ordinated in order to form a whole on which each can draw in order to work out the solution which it finds most appropriate to its needs.

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TABLE 3 Emigration countries: additional training

Synopsis

	1. Spain	2. Italy	3. Turkey
1. Periodic guidance and specialisation courses	Introduction to modern teaching techniques suitable for teaching migrants' children.	Courses, periodic seminars for teachers serving abroad (2). Examination of practical day-to-day teaching problems.	
2. Collaboration of specialists from host country	Educational specialists and directors (3).		
3. Courses in host country	Guidance and specialisation courses: co-ordination and perfecting of work (3).		
4. Foreign languages			Summer courses, organised by the Ankara Institute for Foreign Languages, for teachers of compulsory school age children of migrant workers (1).
5. Inspectors in host country	GERMANY: Bonn BELGIUM: Brussels FRANCE: Paris GREAT BRITAIN: soon in London	BENELUX GERMANY: Bonn FRANCE GREAT BRITAIN SWITZERLAND CANADA AUSTRALIA	

Synopsis

	1. Germany	2. Belgium	3. France
1. General	Aim to improve the basic training of German and foreign teachers of migrant workers' children. (Resolution of the Conference of Ministers of Education of 3 December 1971). Study groups. Special lessons to be included in the syllabus of first and second training stages (2); Interest in the teaching of migrant workers' children, numerous memoranda on this subject (4). Problems under study in various Länder and practical experiments in educational establishments (5).		Elementary education 1. Newly arrived foreigners in reception classes: 500 to 1,000 teachers concerned; 2. Foreigners mixed with native pupils. 10,000 to 30,000 teachers (1). Concern of public authorities to train and inform teachers and give them the necessary insight (2). Secondary education Similiar measures agreed in 1973 for lower secondary schools: mainly classes 6 and 5 (= 6th and 7th years of compulsory education).
2. Study of educational problems: migrant workers and their problems	In the teachers' training colleges and by course lecturers: new field of study to be incorporated in the programme (4) as far as possible (5). Introduction to social, legal, cultural and linguistic problems (5). Optional courses. Study groups. Seminars.	Possible, but not compulsory. Study left to the discretion of teachers (primary and secondary teachers training colleges) (1).	Possible provision from 1974 in connection with the reform of teacher training school curricula (3).
3. Introduction to audio-visual techniques		Compulsory courses: application to study of languages.	General effort to equip teacher training schools with audio-visual facilities.
4. Teaching a second language		Optional courses for the teaching of the second national language.	
5. Method and ad hoc material for teaching the language of the host country	Optional courses: Teaching of German as a foreign language: Rhineland.	Teaching of French as second language in Dutch-speaking districts and teaching of Dutch.	See section 6. Natural and direct method (7).

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TABLE 4. (cont'd)

	1. Germany	2. Belgium	3. France
5. (Continued)	Westphalia, Baden-Wurtemberg, Bremen (5). Study groups (6): Exchange of information and experiences (7).	Dutch, as a second language, in French-speaking areas. Optional courses. Possible transfer of acquired techniques	Natural and direct method (7).
6. Audio-visual methods for learning the language of the host country.	"Vorwärts" (6 and 7) "Komm' bitte" (7) "Deutsch für Ausländer"	"Goed spreken" "Paul et Claire"	"Bonjour Line" (CREDIF) (*) (6) "Frère Jacques" (BELC) (**) (6) "Vivre en France" (Association for the teaching of adult foreigners) (7) Adaptation of Alliance Française methods.
7. Study of a foreign language		In secondary education, but not in teachers' training schools.	Some new departures: Arabic as an option at Paris teacher training school (Batignolles). Continued on the basis acquired in the secondary school: Italian, Spanish (3).
8. Practical exercises and courses in classes containing a large number of foreign pupils		Left to the discretion of teachers in charge of courses. Generally graduates of teachers' training schools in areas containing a large percentage of foreigners are put in charge of classes containing children of migrant workers.	Practical form of introduction to the problems in regions with a high percentage of foreigners (4): Lyons, Seine Saint Denis, Hauts de Seine, Metz, ...
9. Training of teachers in teachers' training schools			Systematic information since 1973, especially from 1974, for 30-40 novice teachers; November 1974, mixed course with 30 inspectors
10. Kindergarten			Same 1-day information courses as for elementary school teachers.
11. Data bank		Being established.	BELC (**): Documentation Centre in Paris.

(*) CREDIF - Centre de recherche pour la diffusion du français langue étrangère. (Research centre for the propagation of French as a foreign language)

(**) BELC - Bureau pour l'enseignement de la langue et de la civilisation françaises. (Bureau for the teaching of French and French civilisation)

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TABLE 4. (cont'd)

4. Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
1. Nothing so far provided (1).	Distinction between "IMMIGRANTS" (usually from the Commonwealth) and MIGRANT WORKERS (1), although they raise similar problems, which require identical solutions (1). Little time allowed for the training of teachers, therefore impossible to achieve thorough training for teaching of migrant workers' children (4). Examples given not necessarily typical since they may be particular to the individual college, owing to the considerable independence of local authorities.	Directives of 27 June 1970 for the training of teachers, including training in teaching migrant workers' children (1). Incorporated in the curriculum for the training of primary school teachers in 1971 (1).	Swiss curricula do not provide for the training of teachers in regard to the migratory situation (1). Owing to the considerable independence of the establishments themselves, there may be local schemes of which it is difficult to give an account in a collated report (1). Too many difficulties owing to other conversion courses already in progress: restructuration of the training of teachers in mathematics, second national language, . . . (1).
2.	In preparation for 1975-76. Universities, schools and local authorities allowed great freedom in drawing up curricula (3). Hence numerous variants (5): social courses or courses integrated into the normal curriculum (7); short courses; no thorough-going study (7). Courses followed by discussions. Seminars from 2 to 7 days (7). Occasional conferences, public conferences, conference lasting one or two days (7). Occasional courses and systematically organised courses. Team work embracing several disciplines (9). Co-operation within the same institution among specialists in different branches (9). Choice of subjects given full treatment and presented at examinations in the form of personal studies (10). Films (11). Courses. Laboratories. Documentation. Directed exercises (10). Contacts with serving teachers or with graduates who have acquired experience in the field (11).	Insight into ethnic, linguistic, cultural, religious . . . problems of foreign minorities. 160-page handbook giving a very detailed programme (1) approximately 15 hours of classes and 15 hours of personal work (1).	Extensive freedom allowed to regions and teachers' training colleges (1). Foreign children's schooling problems dealt with in method and educational theory classes. Seminars on foreign children's problems included in secondary teachers' curriculum. One-week course on the subject for student primary teachers.
3.			Intensive preparation in the various methods of teaching a second national language; useful for teachers who have migrant workers' children in their class (1 and 2). Being implemented.
4.			
5.	In some colleges: introduction to the teaching of English as a second language to children and adults.	Problems raised by the study of Swedish as a foreign language.	

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TABLE 4. (cont'd)

	4. Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
5.	Continued	In some colleges: introduction to the teaching of English, as a second language, to children and adults (5).	Problems raised by the study of Swedish as a foreign language. Teaching of Swedish as a foreign language.	
6.			Study of various methods of introduction to Swedish.	
7.		Courses in French, Spanish and German.		Italian course in teacher training schools (compulsory in some cantons).
8.		Two aspects: educational attitudes and savoir faire (4). Visits to classes of immigrants and courses in classes in areas with a large foreign population (one week) (11). Exchange of students between areas with greatly varying proportion of foreign inhabitants (11). Courses: idem.	If possible, assistance in lessons given in classes in which there are a large number of immigrants.	Training school practice classes with a high proportion of foreign pupils = practical training ground.
9.				
10.		English classes to teachers of nursery classes for immigrants, to primary teachers and secondary teachers.	Very little importance at this level (1). Seminars dealing with immigration. Promotion of international understanding in kindergartens (1). Courses. Working groups. Study visits. Exhibitions (1).	Optional Italian course.
11.				

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TABLE 5. Immigration countries (host countries): Specialised training

Synopsis

	1. Germany	2. Belgium	3. France
1. General			Opposition to excessive specialisation of teachers (4).
2. Year of further study or supplementary courses	Two-year period: training in teaching foreigners (11). Theoretical and practical courses covering several subjects (11).		See section 4.
3. Inspectors	Inspectors accompanied and assisted by foreign teachers who teach foreign children in their native language and who have a perfect knowledge of German (= Educational counsellors) (10).		CREDIF (*) courses in 1972 and 1973 at Suresnes and Lyons (5). Several courses in 1974 (5).
4. Practical experience in the training of teachers			Twelve primary teachers in 1973, nine in 1974, took an aptitude certificate in connection with the "educational adjustment" facilities pilot experiment, limited to drawing.
5. Courses abroad			Course in Portugal for 20 French teachers, end July 1974.
6. Summer schools or holiday courses			
7. Conferences, seminars and study days			Courses (5-21 days, singly or consecutively) for some 300 primary teachers.

(*) CREDIF = Centre de recherche pour la diffusion du français, langue étrangère (Research centre for the propagation of French as a foreign language).

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TABLE 5. (cont'd)

		1. Germany	2. Belgium	3. France
7. Cont'd	Conferences, seminars and study days (continued).			In 1973-74, as continuing education (actually additional training).
8.	Language training			A few courses, mainly Portuguese, in universities (Rennes, Tours, Paris III, etc) for French primary teachers.
9.	Certificate of aptitude			On an experimental basis: option "socially handicapped".
10.	Counsellors and guidance. Teaching staff of training colleges.	Teachers with a good knowledge of foreign languages and excellent professional qualifications: advice to teachers (German and foreign) (10).		Some relatively specialised inspectors and educational advisers, mainly around Paris.
11.	Projects	Research and experiment with a view to drawing up model curricula for further training of teachers (11).		

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4. Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
1. Nothing is provided in this field at the national level (1) owing to the wide dispersal of migrants in the country and the resultant local differences (1).		Courses have been held since 1970 for teachers but also for the parents of children in connection with immigration policy (9). Other courses are intended for the non-teaching staff of schools (App.).	There is at present no specific training structure (3). At the recruitment stage preference is given to teachers who have had further training or have adequate experience (2).
2.	70 to 75 colleges offer optional courses in the thorough study of questions concerning the education of migrants (16). The basic training can only provide an introduction, hence the need for this specialisation (16), in small groups of 15 to 25.	Courses for bilingual teachers in basic schools (= primary schools) (7). For teachers in Nordic countries, courses on the teaching problems in neighbouring countries (9).	
3.			
4.			
5.		Two-week courses in Finland for teachers who have Finnish children in their classes (9 and 10).	Preference given to teachers who have already attended such courses of their own accord (2).
6.		Courses for Finnish-speaking teachers (7) who speak other languages (7) and for school leaders (7). Summer schools (6): 4 courses in July-August 1973 for 285 teachers. Two-week courses, in 2 parts with a year's interval for private study (for teachers and future teachers dealing with Finnish immigrants) (8). Summer schools in Finnish: training of future teachers and further training of teachers in service (pre-school, primary, secondary) who use Finnish as an auxiliary teaching language or as a teaching language, or again for children who have chosen Finnish as a second compulsory language (App. 1).	
7.		Various conferences (6). Study days.	

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TABLE 5 (cont d)

	4. The Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
7. Cont d			Regional and local study days (8). Regional and local study days for teachers who have certain problems (linguistic minorities, languages, illiteracy ...) (10 and 11).	
8.		One-year course: diploma for the teaching of English as a second language (8). Lengthy further training courses: education of multicultural groups (teachers and educators) (8).	Language courses (6). Suitable textbooks (6). Bilingual teachers for nursery and primary schools (6). Summer schools: teachers who speak Finnish and other languages (7). Teaching material (during the regional and local study days) (6).	Required in the recruitment of teachers (knowledge of at least one foreign language: Italian, Spanish ...) (2).
9.				
10.			1971: Symposium for teachers of classes in languages, sociology and methodology for the purpose, among other things, of producing material for teacher training (8).	
11.				

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TABLE 6. Immigration countries (host countries): Supplementary training

Synopsis

	1. Germany	2. Belgium	3. France
1. General	Supplementary courses have been organised for several years in Hamburg, Hessen, Rhineland-Palatinate, Lower Saxony, Saarland (6).		
2. Training credit			Circular 72-240 of 20 June 1972: 36 weeks of training credit spread over the full career (5). Departmental courses which may concern, among others, the children of migrant workers (5). Initial courses in 1972-73, in departments with high migrant populations. Marked increase in 1973-74.
3. Training periods			CREDIF: Lyons 1972
4. Training courses	Preparations of model material, plans and curricula (6). General problems; priority for learning the language (6).		
5. Training courses for teaching the language of the host country as a foreign language	Direct method (6). Audio-visual aids to teaching (6). Language laboratories (6).		

TABLE 9. (cont'd)

	1. Germany	2. Belgium	3. France
6. Meetings: International colloquies Seminars Study days	Meetings between teachers of multinational classes; exchange of ideas, experiences, methodological and educational suggestions. Study groups with the assistance of teachers in German and foreign schools. Study groups incorporated in basic courses and during the practical training period (2).	International colloquy of AEDE (*) at Bokrijk.	Symposium at the International Children's Centre, Longchamps, March 1973. Meeting of experts at UNESCO - Paris, October 1973. Symposium at Marly in March 1974 at the Centre de Liaison des Educateurs contre les Préjugés Sociaux.
7. Voluntary attendance at language classes		Social advancement courses.	Universities of Rennes, Tours, Paris III etc.
8. Holiday courses			
9. Pre-school level	Supplementary curriculum. Random experiments under way. Projects under study (9).		Information courses (see Section 2), as for elementary school.
10. Additional training of foreign teachers	Possibility of admitting foreign teachers to supplementary courses for German primary school teachers (8). Completion of professional training. Further courses in teaching techniques (8). Learning of German to facilitate increase of knowledge (3 and 8). Special language courses (8). Problems of educational sciences (8). Teaching of specific subjects (8). Information seminars: school legislation; laws on salaries and pay; study of milieu (8 and 9). Study groups: methodology and didactics (3).		Planned, eventually, under the Ministry's programme.
11. Educational press: articles, information		Yes, but very little.	"Training of migrants" (since October 1973; BELC (**) publications (6).

(*) AEDE - Association européenne des enseignants (European teachers' association).

(**) BELC - Bureau pour l'enseignement de la langue et de la civilisation françaises (Bureau for the teaching of French language and civilisation).

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TABLE 9. (cont'd)

4. Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
1. Nothing provided in this field nationally owing to wide dispersal of migrants in the country and resultant local differences (1). Foreign teachers may be taken on (1). A national policy in the matter is being prepared (1).			
2.	New teachers may devote a quarter of their time to professional training particularly if they work in a school with a high proportion of foreign pupils.		
3.		Since autumn 1972: two teachers training colleges have organised courses for the teaching of immigrant children, with the stress on the teaching of Swedish as a foreign language: (80 hours of classes + about 130 hrs of private study (LOWER LEVEL) (4) (160 hours of classes + about 300 hrs of individual study (HIGHER LEVEL).	
4.	Three-day residential courses (8). Courses for teachers organised by the universities, colleges or local authorities (9). More than 200 short courses organised annually for teachers by the Ministry (9). Planned increase in the number of courses in accordance with requirements (9). Co-operation of BBC and ITV (12).		Further training courses for reception class teachers (including Italian courses).
5.	Training courses run by local authorities (8). The government has organised 30 courses to train immigrants in the teaching of English (infant, primary and secondary schools) (18 and 18). 4 courses for teaching of English to foreign adults (18). One-year course leading to diploma for the teaching of English as a second language (5 towns) (8).	See Section 3. Since 1973: in various universities the curriculum includes 20 weeks' study of Swedish for foreigners, designed for future teachers of foreign adults (6).	Reception class teachers: introduction to audio-visual and global structure methods (CREDIF).

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4. Netherlands	5. United Kingdom	6. Sweden	7. Switzerland
6.	Meetings and seminars in certain universities (8).		Meetings between specialised teachers working in reception classes (3). Working committee in Geneva. Study week for these specialised teachers at the beginning of the school year (after the summer holidays) (3).
7.			Courses in Italian: during holidays (in Ticino) and during the school year (in a few towns) (2).
8.			
9.			
10.	Immigrants who were qualified teachers with practical experience in their home country: 22 courses in 6 centres (since 1965) to satisfy the professional requirements of these immigrants (13). Centred on learning of English, British culture and schools system (14).		German courses for Italian and Spanish teachers.
11.		Yes.	Educational press, official information bulletins, newspapers, corporative or educational reviews (2). Publication giving guidance for reception class teachers.

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IV. ENQUIRY AMONG TEACHERS OF NURSERY AND PRIMARY CLASSES

Replies to the Council of Europe questionnaire give an account of the existing structures and experiments carried out on behalf of the children of migrant workers. They do not give any information on the behaviour desiderata or opinions of the teachers.

We thought it would be useful to carry out an enquiry among teachers who have a certain number of foreign pupils in their classes. This enquiry has only very limited scope and was carried out in a small geographical area. Nevertheless, the results seem to us to throw light on any steps that may be taken in the education of migrant workers' children (1).

Who is better able than the teacher in daily contact with the pedagogic difficulties to appreciate the shortcomings in his training and knowledge and to suggest how to repair them? There is an astonishing measure of agreement among many of the opinions given and interesting suggestions have been received.

Establishments in the Brussels schools' canton were contacted. Altogether its schools have 13,443 children of compulsory school age. 41 schools have a high proportion of foreign children (see Table 7, page 26).

The school heads received a letter (see Appendix I, page 59) requesting them to submit a questionnaire to their teaching staff (see Appendix II, pages 61-62) with classes containing at least 40% of foreign pupils.

Since participation was not compulsory, the fact that replies were received from more than 85% of the schools reveals the interest shown in this enquiry.

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(1) The findings of this enquiry were published in full in 1974 in the "Revue Belge de Psychologie et de Pédagogie" - Free University of Brussels.

TABLE 7: BRUSSELS schools' canton

Participants in the enquiry
and replies received

Educational level	Number of schools			Number of classes		
	Approached	Replied		Approached	Replied	
(1)	(2)	(3)		(4)	(5)	
1. Independent kindergarten	14	12	85.7%	63	50	79.4%
2. Primary schools with kindergarten attached	7	6	85.7%	62	50	80.6%
3. Independent primary schools	20	18	90.0%	234	167	71.4%
TOTAL	41	36	87.8%	359	267	74.4%

Three quarters of the classes replied. Those with less than 40% of foreign pupils were not concerned with the enquiry (and to begin with the percentage was not known for each class).

TABLE 8: BRUSSELS schools' canton

Breakdown of classes by percentage
of foreign pupils

Percentage of foreign pupils	Number of classes			%	
	Nursery	Primary	Total		
(1)	(2)	(3)	(4)	(5)	(6)
30 to 39%	5	6	11	4.1	50% and over
40 to 49%	10	18	28	10.5	
50 to 59%	14	41	55	20.6	60.7%
60 to 69%	13	35	48	18.0	
70 to 79%	15	44	59	22.1	
80 to 89%	7	19	26	9.7	77.4%
90 to 99%	3	11	14	5.2	
100%	1	4	5	1.8	
Not given	5	16	21	7.9	
TOTAL	73	194	267	100.00	

More than three quarters of the classes had at least 50% foreign pupils; 16.7% of the classes had more than 80%, 5 classes did not have a single pupil of Belgian nationality.

The teachers who took part in the enquiry had had to deal with the adaptation difficulties of their pupils and were well aware of the problem. Some of them had had several years experience in this respect.

Qualities required of the teacher in teaching foreign pupils

The reply to the first 2 questions (see Appendix II) show what qualities the teacher has or should have to deal efficiently with the difficulties of his task.

The first quality desired is PATIENCE (73.6%), which is to be expected in view of the difficulty of understanding the pupils and making oneself understood. How often must the teacher repeat himself, in different ways, to get through his message or explanation or order or piece of advice or encouragement, and still with the danger of being misunderstood. The teacher must be able to vary his teaching (1.6%), since stereotyped repetitions (which are perhaps not understood) quickly tire the children.

The difficulty of communication and mutual understanding is the main obstacle which the immigrant has to overcome (46.7%). Poor command of the language - especially meagre vocabulary - is also due to an insufficient mastery of the linguistic structures of the language of the host country (26.4%).

Differences of mentality make dialogue difficult. Cultural backgrounds (geographical, historical, cultural, etc) may be so different that the result is a "dialogue of the deaf". Unable to understand, the child quickly becomes uninterested (3.1%). He is inhibited and refuses to make the slightest effort (4.2%). He gives up and gets lazy or - on the contrary - revolts and becomes undisciplined (7.3%). This lack of adaptation leads to absenteeism (1.1%).

UNDERSTANDING comes second (41%). Understanding of the difficulties felt by the child, understanding of his provisional inadaptation and distress. Combined with patience it is a guarantee of success.

But success is not possible unless the teacher shows perseverance, tenacity (10.3%), and devotion to the task (1.5%) and if he does not give up at the first difficulty he encounters and is not discouraged by the accumulation of obstacles.

The flexibility of the educative action will depend on the capacity for adaptation of the teacher (17.2%). The milieu from which the children come is so very different. Their mentality, habits, behaviour, taboos, rhythm of work are factors with which it is necessary to come to terms.

Initial contacts will be facilitated by the teacher's attitude. The success of his work will depend on his friendliness, cordiality, thoughtfulness and kindness, in a word his "AVAILABILITY" (21.5%). The children will find in him a refuge and source of security at a time in their school lives which may be very disturbing. What a comfort to find a teacher who keeps calm (2.3%), who always listens to his pupils, ready to adapt himself to their needs, anxious to help them without crushing their personalities.

At the beginning, he can scarcely count on the co-operation of the parents. The lack of contacts (11.9%) may be due to the closed nature of the family circle (5%), to indifference to educational problems or to passivity (13%) - actual or virtual - but influenced by ignorance of the language used in the class. Thus they are inadequately informed and this is a disadvantage for the teacher.

Adaptation to our way of life, our behaviour and methods of work and conduct (obedience, savoir vivre) is full of snares (10.3%) and is particularly difficult since the culture of the countries of origin are so different from that of the host country. Rules of cleanliness and hygiene are not always easily learnt (4.2%).

Words alone are not sufficient for the teacher to be understood by the newly arrived pupils. In the primary school pupils who are already integrated may serve as interpreters. In the kindergarten this is not possible. Hence the importance attributed by nursery school teachers to an expressive attitude, to gesture, to mimicry and mime (20%), in order to make up for the lack of verbal comprehension.

The reactions of foreigners are sometimes surprising. Some incompatibilities show themselves openly (for example, the hostility of grown-up Moslem boys to being given orders by a young woman teacher). These are all situations which call for tolerance (12.6%) and flexibility of judgement (1.6%). Sometimes too there is need for vigilance and display of authority and firmness (3.4%).

The mistakes made by the pupils must be treated with indulgence (3.1%). There is also need for imagination to cope with the passing shortcomings of the children and of perspicacity in face of their silence, due to inability to express themselves rather than lack of understanding (particularly in the kindergarten). Results are not forthcoming straight away, hence the need for a good deal of optimism and enthusiasm.

A xenophobic or racist attitude is obviously a guarantee of failure (8.8%). It may be latent in the native pupils. The teacher must show himself to be without prejudices (2.7%), tactful and adroit (8.8%) so as not to offend his pupils' convictions or oppose their habits too abruptly. This can only be done if the teacher himself knows the customs of the foreign pupil and his mentality and habits. When there are several nationalities together in the same class, the teacher must show objectivity and integrity, as well as impartiality, treating all nationalities on a strictly equal footing.

It is not enough to understand the foreign children (or simply to tolerate them). The teacher must meet them half way, must anticipate their problems and difficulties, must be fond of them and show a great measure of warm-heartedness (5.7%). He must be sufficiently open-minded to be receptive to other people's difficulties (3.4%). He must listen to their problems (1.9%) and respect their personalities. In brief, he must show a social sense and a sense of humanity (4.2%). The foreign child does not confide readily; he has not a large enough vocabulary to do so. It is therefore for the teacher to perceive where the obstacles lie and to show lucidity and common sense in removing them (2.7%).

Understanding will be facilitated - particularly among the young - if the verbal message is conveyed in simple, unadorned and precise language (5.4%), clearly and slowly spoken (3.1%). Attention to the diction and elocution of teachers is here particularly important. It is not so easy for a beginner to find the word that is needed and the turn of phrase which gets the message through.

Can all nationalities rub elbows without conflicts? A reassuring family atmosphere (2.7%) in the class will put the children at their ease. The teacher must also try to get the pupils of different nationalities to become friends (1.9%) and must create a welcoming atmosphere among the native children.

Progress will be slow to begin with. Will the teacher be able to give flexibility to his curriculum, to give his pupils sufficiently individual attention through a good sense of organisation? Very heterogeneous classes, with a mixture of boys and girls of different ages, educational levels, languages and nationalities do not make the teacher's task easier (2.3%) and call for a great deal of imagination. The foreign pupil, in face of the difficulties, may well become discouraged, unless the teacher gives him a sense of his worth (2.7%) as soon as he has overcome a new stage with success. It remains necessary for the teacher himself not to become obsessed by the thought of not finishing the syllabus (4.2%). Progress is very much slowed down in classes with a large majority of foreign pupils, whatever the teacher may do (4.2%). In their previous schooling the migrant children did not necessarily acquire the habit of sustained work and assiduity. The teacher will often have to stimulate his pupils and, if he is to be followed, show an acute sense of psychology (6.1%). He will perhaps be set back by the very low social background of some immigrants and by a lack of culture and total illiteracy (4.2%). Conditions of work in the home may also be unfavourable, owing to precarious social circumstances (2.7%).

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This then is the very full and exacting portrait which the teachers themselves have painted. It comprises 2 distinct aspects:

a. The first is bound up with the character and personality of the teacher and with his innate talents for the task. Either he possesses them or he does not; no professional training will provide them for him. Hence the great importance of selection at entry to the career.

The qualities to look for in a teacher are affection for children, ease in establishing relationships (communicating with people), receptiveness allied with benevolent objectivity (willingness to see the other person's point of view, acceptance of differences and even contradictions) perseverance and conscientiousness.

b. Other qualities however may be aroused and developed during the period of preparation for the teaching profession; information to be gathered, knowledge to be acquired. With the help of experience a great deal of trouble will be avoided. The techniques of adopting teaching (from the point of view of both subject matter and method) will be mastered gradually in dealing with children in difficulty (whether or not they are foreigners).

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The programme proposed in Chapter V lays stress on these various aspects of vocational training. This training is only a part, though an important part, of preparation for the profession:

APTITUDES and ATTITUDES remain preponderant.

V. OUTLINE PROGRAMME FOR THE TRAINING OF TEACHERS OF MIGRANT WORKERS' CHILDREN

A. Immigration countries (host countries)

1. Basic training (1)

a. Introduction

Whether it is desirable to train future teachers in the teaching of migrant workers' children will depend on the size of the immigration population in the country, the size of the country itself and how its teaching is organised.

It is obvious that the problem cannot be passed over in silence in a small country like the Grand Duchy of Luxembourg, which has a very large proportion of foreign inhabitants. In France and Germany, to give only 2 examples, many teachers will have no contact with foreign pupils throughout their careers, if their place of work is far from the industrial centres which have recourse to workers from other countries. In rural districts migrant workers are far less numerous and are widely dispersed. The seriousness of the problem of the education of their children may therefore vary from one district to another.

In the present context, created by migratory movements, it is unthinkable that this problem should be entirely neglected.

We therefore suggest that it should be included as a compulsory part of teachers' training curricula, but varied according to local requirements, for instance, this "TRAINING-INFORMATION" is to be made essential in the centres which attract foreign workers. Elsewhere the existing compulsory courses might include general information on the question, while more specialised information would be given in optional courses. The forward-looking quality of this BT must be emphasised; its value will be borne out when teachers - at some time in their career - are confronted with immigration problems. Its dual nature (partly compulsory, partly optional) must not be lost sight of in the following pages. All overloading of curricula must be avoided (see also page 43).

Finally there are techniques (audio-visual media, for example) of which a modern teacher cannot remain ignorant. He must therefore be taught these methods, which can be transferred to the teaching of foreign children wherever the need is felt.

In the enquiry referred to on page 27, teachers were asked whether adequate preparation was desirable in the teachers' training colleges. Surprisingly enough, 51% of the teachers replied in the negative and 4.9% had no opinion. One teacher in 2 therefore considers that general professional training is sufficient. It is enough that the teacher should adapt himself through day-to-day contact with the difficulties of teaching immigrant children (12.8% of the negative replies). Those teachers who were in favour of being given information on the subject made a number of suggestions which will be included below.

The proposal to supplement the curriculum with training to cater for a large number of foreigners and other innovations (such as an introduction to modern mathematics and linguistics) are hardly calculated to lessen the task of the teachers' training colleges.

Fortunately, some immigrants remain settled in the host country for so many years that their children reach the end of their studies. In the training colleges some foreign students obtain the primary teachers' diploma. They are indeed well qualified, since they have lived among immigrants and speak their language perfectly, to devote themselves to the instruction of their young compatriots.

The problem of the supervision of students by qualified staff will be mentioned in the following chapter.

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(1) Hereunder referred to as "BT"

How are we to train the future teachers? There are several possibilities:

1. Continuous training, spread over the whole period of study and over the various subjects concerned;

2. Intermittent training, with periods (of 2 to 7 days, for example), during which all the work will be centred on the question;

3. Working groups, embracing several subjects simultaneously, would constitute, through the interpenetration of the subjects, a supplementary approach to the problem;

4. Optional courses, freely chosen by the persons interested in the question (they could be mentioned in the diploma). These courses might be purely informative (social and educational aspects of immigrants' education; cultural aspects, etc) or definitely instructive (study of the language of the host country as a second language; study of a foreign language etc).

In order to avoid any misunderstanding, let it be made clear straightaway that great importance is attached to active training methods (see paragraph 12, page 40 where a number of suggestions are made). The listing of topics that follows must on no account be construed as an incitement to verbal, dogmatic teaching.

b. The guidelines of this basic "TRAINING-INFORMATION" may be summed up as follows:

1. Information on migrant workers

1. Many conflicts would be avoided through knowledge:

   i. of the foreign milieu; its customs, religion, clothing and eating habits, psychology of parents - in their relations with their children andwith foreigners (E/54.8%); (1)

   ii. of the culture of the country of origin; contributions of the children in this matter and differences with the culture of the host country; more or less important problems resulting from the change over;

   iii. of the customs of the foreigners, with a view to preventing blunders or conflicts due to mutual lack of understanding.

2. What are the social and cultural problems which migrants have to face as soon as they arrive in the host country (E/26%)?

3. What are the attitudes adopted by the native population towards the migrants (warm, welcome, distrust, xenophobia ... and the reasons)? Conversely, what are the migrants' attitudes to the milieu in which they are received?

4. What are the major problems with which immigrants are faced at the time of their arrival and how to help them (E/10.4%): impression of being "uprooted", difficulty of linguistic communication, fitting in socially?

5. What is the pattern of authority, within the immigrant family? Authority of parents over children, of one parent over the other? What will the children think of the authority of the teacher and how will it be accepted? Is there a danger of cultural or religious conflicts?

6. Teachers appointed by the emigration countries can provide students, in the course of discussion, with first-hand information.

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(1) All references to the enquiry referred to on page 27 are given in parenthesis (E standing for enquiry. The figure after the stroke is the percentage of replies).

7. How can foreign associations (clubs, trade unions etc), embassies, consulates, legations, cultural centres help the school and the family during the period of adaptation to the host country?

2. Rudiments of economic and human geography

1. A modern curriculum must include the economic problems raised by the gap between the rich and the poor (or developing) countries through the effects of world markets in raw materials on economic life and through the disappearance of colonialism and the advent of neocolonialism. All these ideas are generally dealt with in secondary school syllabuses.

2. The same is true of ideas of demography (in the western world and in the third world), of industrialisation and manpower needs (in the primary, secondary and tertiary sectors). It is here that the migratory movement of workers fits in. If these ideas are well-known from secondary school, it will suffice to recall them with stress on:

   i. The economic character of contemporary society, in particular in the host country and in the emigration countries which supply it with the manpower it needs;

   ii. The socio-economic and political causes of migratory movements;

   iii. The labour market and immigration.

3. Geography teachers have perhaps had the opportunity of bringing themselves up-to-date by direct contact with the immigration countries and so can provide information which has the advantage of being based on personal experience.

3. Rudiments of history

1. The secondary school curriculum may be SYSTEMATIC or THEMATIC. In the first case does it reach contemporary times; in the second case, does it tackle the theme of mankind at work?

2. A survey of historical developments since the second world war, revealing the socio-economic factors, would provide the context within which the migratory movements of manpower would be better understood.

3. From this point of view, geography and history are fully complementary.

4. Rudiments of sociology

1. Migratory movements in Europe: what are the figures for past years? Which are the countries concerned in emigration? In immigration?

2. What are the causes of immigration?

3. What is the immigration policy of the host country: choice of nationalities, bilateral agreements, European agreements, rate of immigration, requirements of the various economic sectors, geographical localisation of the demand?

4. With regard to the immigration policy, what are the aims assigned to the school: to adapt, to integrate or to assimilate the migrants?

5. What are the national and regional resources for facilitating the adaptation of immigrants?

6. What are the social structures of certain emigration countries? To what extent are they similar to those of the immigration country and compatible with them?

7. How is immigration controlled? Aliens police and [illegible]grants.

8. What are the problems which arise when the foreigners come up against cultures different from their own? (Examples of cultural shocks felt by the migrant in certain situations.)

9. Problems of the immigrant in learning the language of the host country.

10. Employment of the immigrant and problems of vocational selection and guidance.

11. Fundamental problems of the immigrant child from the point of view of scholastic and vocational guidance.

12. Migrant workers' children and social betterment through study.

13. Contacts with people who have experience of migrant workers: members of reception centres, psychologists, guidance counsellors, welfare workers, visiting nurses, etc. Exchange of views and discussions.

14. Problems which may arise during the initial contacts of migrants with the host country.

15. Measures taken by public authorities and private organisations to help immigrants.

5. Knowledge of languages

1. Describe the most frequent problems which arise in learning the language of the host country: structures, grammar, pronunciation, etc.

2. Languages in general:

a. Elementary linguistics.

b. Some knowledge of phonetics and elocution (E/2.6%), so as to be able to explain mistakes and correct them. The teacher must expect certain characteristic mistakes derived from the native language and show how to correct them (comparative grammar).

c. Practical introduction to elocution classes.

3. Language of emigration country

Should part of the teaching be in the native tongue of the pupils? Why? Who will do the teaching (range of local and regional possibilities)?

4. Knowledge of a foreign language

a. Is it useful for the teacher to know a foreign language? (E/50.2% = No and 41% = Yes)

b. Knowledge of a foreign language would facilitate contact with parents. Will it help to make initial contacts with the children on their arrival? Could it serve to gain the parents' trust and to arouse their interest in the school?

c. Study (even elementary) of a foreign language would make the teacher realise the difficulties felt by the migrant who is learning the language of the host country.

d. Will knowledge of the language spoken by the children raise the teacher's standing, in particular through the psychological effect due to the interest he has shown in the pupils' language and culture?

e. Should knowledge of the foreign language be restricted to teachers of the reception classes, in order to help the newcomers to emerge from their initial silence and to gain their trust?

f. Secondary education entails the study of a second language and sometimes of a third or fourth. If they are the languages spoken by the migrants in the district, an (optional) course might be considered for adapting them to the requirements of the primary school (E/3, 5%).

g. Will the future teachers acquire a simple vocabulary of key phrases - in the languages most used by the migrants in the area - to facilitate initial contacts?

h. For certain languages, teachers might only learn the basic elements, sufficient to establish an immediate language link with the new arrivals.

i. How can the teacher master the many languages spoken in his class (case of multilingual classes)? Should not the language of the host country be used as soon as possible and for everybody?

j. Is the direct method of learning the language of the host country incompatible with the teacher's using other languages? Advantages and disadvantages to be discussed (and the opinion sought of experienced teachers).

k. If the languages spoken by the families are not known, how can effective contact be made and messages communicated (opinions, requests for information, information in matters of hygiene, etc)?

5. Language of the host country

Teaching it as a foreign language is obviously very different from acquiring it as one's mother tongue. This matter will be dealt with more fully in the methodology chapter.

6. Psychological factors

1. Rudiments of differential and comparative psychology (E/3, 5%).

2. Rudiments of social psychology. The social group. Prejudices against foreigners. Forms of racial prejudice and xenophobia.

3. Psychological and social difficulties encountered by migrant workers' children. Causes and remedies.

4. Frustrations of the child who does not yet understand the language of the host country.

5. Being uprooted and difficulties of linguistic communication.

6. How to prevent emotional and psychosomatic traumata in the immigrant?

7. Explain the cultural shock that people may suffer when they emigrate. Examples.

8. In a series of practical cases, show the cause of the adverse emotional or behavioural reactions of the immigrant child.

9. How to prevent emotional and psychosomatic disturbances or traumata?

10. Explain the harm that may result from cultural or behavioural differences.

11. Explanation and examples of emotive psychological reactions which may be felt by migrants' children.

12. Some psychological and sociological aspects of the school education of migrants' children. Teachers of classes with a high percentage of foreign pupils, teachers of reception classes and school welfare officers might talk to the pupils about cases that have occurred and what are the solutions.

13. Appeal to the evidence of helpers in frequent contact with immigrant circles: guidance counsellors, psychologists, welfare workers, visiting nurses, trade union delegates, representatives of foreigners' associations, delegates of establishments offering hospitality, of friendly societies, etc.

14. What are the psychological reactions of the immigrant child who falls behind at school because of his lack of previous schooling or ignorance of the language of the host country or both? How satisfactorily to provide compensatory education?

15. Analyse a series of examples of non-verbal communication.

16. Linguistic needs of children in the context of the development of the individual.

17. How to measure the intelligence of immigrant children? What batteries of tests are available in the country? Who is qualified to use them? How to measure school accomplishment without taking into account the handicap of the language of the host country?

7. Pedagogics

1. Organisation of teaching

a. How teaching is organised in the host country and in other countries. Differences which enable the teacher to understand certain temporary adaptation difficulties.

b. Analysis of a few typical examples. Information from embassies and foreigners' associations.

2. School legislation

a. Some knowledge of the host country's school legislation. And of legislation to assist migrant workers' children; how it works; how it is actually applied in the locality, in the area, in the country. Account of achievements.

b. School legislation in the emigration countries. Rudiments of comparative law. Differences found may be the cause of the failure of the children to adapt (eg compulsory schooling; grounds for dispensation; regular attendance, etc).

3. School organisation

a. How to run a school containing a large number of foreigners. What are the major problems? (surveillance morning and evening; composition of classes; midday meals; supervised and directed studies; sport; co-education or not, etc).

b. Practical instruction in drawing up timetables which allow for staff flexibility (in particular if one or more teachers have a knowledge of foreign languages and if the work is organised accordingly).

4. Class and work organisation

a. Attitude of teacher to migrants. How to prepare a class for the arrival of a new migrant?

b. Factors which help the migrant to adapt to the school atmosphere.

c. Meetings with specialised teachers through reception classes. Joint debates.

d. Contacts with former graduates of training colleges who can inform their future colleagues of their experiences in contact with migrants.

e. Talk by the teacher of an adaptation class familiar with the problem of migrants. Interview and discussion.

f. Meetings (during practical exercises and training courses) with teachers familiar with classes for foreigners (E/3, 5%).

g. Backwardness due to migration. How to provide compensatory education?

h. How to run - (a reception class?
(an adaptation class?
("cramming" lessons?

5. Curricula and timetables

a. How to organise the class day: how one activity is linked to another, their relative duration, what follows what?

b. How to take account of the rhythm of work and of the pupils' progress? Various methods to try out.

c. Preparation of curricula, work plans, selection of material. How to arrange them? What progress is to be expected and at what rate?

d. Learn to prepare an item of the curriculum in a given subject (lesson and exercises). If possible, try out in the classroom. Discuss the results and adjust as necessary (E/4, 3%).

e. Establish a plan of work for a single immigrant (for example, a new pupil who arrives in the middle of the year).

f. Envisage the general level of a year's curriculum and see how far it can be followed in a class with a high percentage of immigrants. Propose adaptations (E/2, 6%).

g. Learn to adapt to the foreigners level (level of knowledge acquired as much as linguistic level) (E/12, 2%).

h. Learn to simplify situations, to refine them, to make them accessible to immigrants by using very simple language (near-basic vocabulary) and syntax (E/3, 5%).

6. Individual treatment

a. How to give individual teaching in the group? What methods to use? How to organise the work in relation to the available material?

b. Prepare small elements of individualised teaching in a given way for a selected class. Try out in order to assess results obtained and adaptations required.

c. Idea of an auto-corrective card index on a limited subject.

7. Bilingualism

a. Is bilingualism harmful or is it helpful to the thought processes? Does it enrich the expression of ideas? At what age should it be introduced?

b. Multilingualism in some immigrant classes.

c. Should this multilingualism be kept up or should it be allowed to disappear as soon as possible through intensive teaching of the language of the host country? What methods to use? '

8. Co-education

a. Is co-education acceptable at the outset to all foreign nationalities?

b. What is the role of the sexes in the family? What is the existing hierarchy and the transference which may result in the class? The authority exercised by a young woman teacher over grown up Moslem boys has its problems.

c. Is sexual education, as given to our pupils, compatible with the customs of the immigrants and does it come at the right time?

9. Para-school and out-of-school activities

a. Is it the school's job to concern itself with the foreigners' leisure time? How can it promote cultural activities among them, with (or without) the participation of the parents?

b. The problem of surveillance needs to be reviewed; will the foreign pupils take part in socio-cultural activities (which?). They will attend open-air schools and holiday camps. What problems may arise?

10. Bibliography

a. In all countries there are publications dealing with immigrants. It is important to know them, to consult and study them, to get information from them (later, even to contribute to them). Personal documentation work will put students in contact with these publications and they will gradually build up a bibliography (information bulletins issued by the authorities; corporative or educational reviews; publications by foreigners' clubs; trade union press; newspapers; various reviews, books; international publications, etc).

At the end of his studies, the student should have drawn up a list of useful references.

8. Methodology

1. Language of host country

a. The language of the host country is the immigrant's second language. There are various methods for learning it. Which is the quickest and most effective (E/10.4%)?

b. Teaching the language of the host country as a second language poses problems which a person who already speaks the language well does not necessarily suspect: problems of syntax and the translation of phonemes into graphemes and vice versa.

c. Is it desirable, in order to accelerate the learning of the language, that the teacher should be bilingual? Does this help the pupil to progress faster or is it likely to slow him down?

d. A sound introduction to audio-oral, audio-visual and structuro-global methods is indispensable. It involves both handling of material and methodological flexibility (eg how far does repetition pay? Is there a risk of reaching saturation point? How to prevent this? How to link what is acquired to the pupil's daily life?).

e. This knowledge is often superimposed on the use of the mother tongue (or a dialect derived from it) and juxtaposed with the dialect of the host country. The foreign pupil is ipso facto multilingual rather than bilingual.

f. The future teacher who has a good knowledge of the language of the host country will be aware of the specific difficulties met with by migrants when they are learning the language, according to whether they speak Spanish, Portuguese, Arabic, Turkish, etc.

g. Quantitative and/or qualitative evaluation tests of the spoken and written language (if they exist) will be used and commented on.

h. The point at which the written language is introduced will depend on the age of the pupils, their requirements, their previous knowledge: Cyrillic alphabet, Turkish or Arabic script (graphic sense has to be reversed and shape of letters to be learnt).

i. Should the 2 learning processes (spoken and written language) be carried on simultaneously or should they be staggered?

2. Study of a second national language

a. In some host countries (bilingual or multilingual) the study of a second national language may be compulsory by law; Should the law apply to foreigners? From what moment? Must the 2 national languages be learnt simultaneously? Or should they be staggered? Is staggering allowed by law? What is done in the local schools? Attendance at a few lessons, discussion with the older pupils, talks with the teachers, assessment of the results obtained will give a practical idea of the problem.

b. The second language is generally acquired through audio-visual methods. Are they similar to those used for the language of the host country? Is there a danger of one interfering with another? Why? How to prevent this?

c. It may be useful to compare different methods of teaching languages, to bring out their respective advantages, to judge - in the classroom - the results obtained.

3. Language teaching methods

a. General introduction into audio-visual techniques is useful. Even if it is not specifically geared to the teaching of a language, familiarity with the use of the apparatus (slide-projectors, automatic or manual; overhead projectors; cine-projectors (with or without soundtrack); simultaneous and synchronised operation of apparatus; tape-recorder and video-recorder (recording, playback, editing, touching-up)) is an acquirement which can be put to good use when a language has to be taught. The upkeep of the apparatus, the rapid diagnosis of ordinary failures and an ability to repair them are a good means of forestalling the troubles which technology causes.

b. In anticipation of teaching older foreign pupils (adolescents and adults), learning how to use a language laboratory is useful.

4. Special methodology

a. The teaching of certain subjects will cause difficulties. There are many ways of teaching children to read: which is best for foreign pupils (the very young, the others)?

b. Learning to write may require complete reconditioning: how to achieve this? What are the means available?

c. Teaching subjects in which the word plays a dominant part needs careful preparation to be sure that the teacher's message gets through. How to simplify the subject and how to explain it without altering the meaning

5. Teaching aids

a. There is a great deal of equipment (often expensive) on the market. A conducted visit to a show room of a specialised firm would give some ideas.

b. At grips with the day-to-day difficulties, the teacher will make his own equipment to suit the needs. Acquainting future teachers with the tasks and finding teaching aids to tackle a specific and clearly defined difficulty may be done in teams or through individual research. Trying out the findings in the classroom will show whether they are sound.

c. Practical familiarity with the flanelgraph, the overhead projector (production of transparencies), the epidiascope (production of montages and slides), the episcope, the puppet theatre and marionnettes, the tape-recorder (recording, editing, re-recording)

9. Teaching methods

1. Model lessons or example lessons

a. It is essential that future teachers should see an experienced teacher at work in a class composed:

exclusively of migrant pupils;
a large proportion of migrant pupils;
a small percentage of immigrant pupils.

Subsequent discussion will bring out the usefulness of the methods used.

b. A period as an assistant is even more helpful. It will show the continuity of teaching in the class and enable the future teacher to judge, from day to day, the frequency and importance of the difficulties which arise.

c. Failing the possibility of being "on the job" (for example when there are no classes for foreign pupils in the district), the study of recorded documents may be helpful. A la rigueur analysis of a tape may also be informative (if it has first been subject to a montage or partial re-taping).

d. Failing complete lessons, the visit to the migrants' class might be restricted to a series of demonstrations at key points in certain lessons.

2. Practical teaching

a. Teaching practice in multinational classes is desirable. Obviously this means that such classes must exist in the locality or nearby. If not, it will be necessary to fall back on certain forms of training courses.

3. Teaching practice

a. All teachers' training colleges provide for teaching practice over a more or less long period. Certainly such practice must be in normal classes.

If the opportunity arises, however, there is no reason why part of the practice should not be with a multinational class (for example, during the final practice period, when the student has already overcome the initial difficulties of teaching).

Practice in classes for foreign pupils could be allocated in accordance with the students' choice and priority given to students who have already taken other optional courses.

b. When the area does not contain any multinational schools, there are 2 possible solutions:

i. To arrange an exchange of students between training colleges during a sufficiently long period (a week, for example). Training colleges with internal students will raise the least problems.

ii. To send the trainee teachers to practice in another area where there is a high concentration of foreigners. The practice period would in this case be divided into 2 parts: in the first the student teacher would simply sit in and listen; in the second he would progressively contribute to the work until he takes over the class entirely.

The problem of lodging the students could be partially solved through the "pairing" of schools.

10. Religion and lay ethics

1. In some countries, the teachers' training curriculum provides classes in religion and/or ethics, which may be compulsory or optional. They could be an opportunity for studying the cultures and traditions, ways of life and values of a nationality or an ethnic group.

2. The immigrant will meet with religious and ethical problems in the schools of the host country. How to forestall them? How to alleviate them and avoid conflicts (open or latent)?

3. Tolerance towards minority groups may be the result of good mutual understanding (in which the migrant, owing to his initial language handicap, is always at a disadvantage).

4. The effects of religious principles on habits and daily behaviour (religious holidays and absence from school; dietary rules etc) should be known by future teachers.

11. Hygiene

1. Recent waves of immigrants, generally of rural origin, and of low literacy, have difficulties in the matter of hygiene. Bodily cleanliness, prevention of parasites, cleanliness of clothing, diagnosis of illnesses and their cure (for example tuberculosis), prophylaxis.

2. Keeping a school and health register would overcome many of the difficulties.

12. Teaching media

1. It may be feared that the suggestions may only apply to ex cathedra lessons and lectures.

In fact we envisage formal lessons side by side with a wide variety of didactic media, such as:

a. "Round table" sessions on educational, sociological, legal, etc subjects;

b. Group work;

c. Visits to schools, classes, exhibitions, etc;

d. Seminars or discussion groups;

e. Lectures at the training college:

i. either single lectures given by persons particularly well versed in immigration problems;

ii. or in series which would break up for a time the colleges' rhythm of work;

f. Travel grants (E/2, 6%);

g. Thorough-going initiation, with the co-operation of the inspectorate, in direct contact with classes for immigrants or with highly experienced teachers;

h. Study groups for the solution of a particular difficulty;

i. Enquiries carried out by students (individually or in teams) on social and cultural problems, in close contact with the foreign milieux (E/26%).

This list, which is not exhaustive, is sufficient evidence that the suggestions put forward are not mere textbook proposals but are conceived from a vital educational point of view and are based on the reality of daily life.

13. Conclusions

All that has been said above is concerned primarily with children of compulsory school age.

Questions more specifically concerned with the kindergarten are however also included.

Moreover, some children of compulsory school age are in the lower classes of secondary schools. Teachers in these schools have a quite different background from that of their primary school colleagues, generally a university one. The suggestions contained in this report are less readily applicable to them.

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It is practically impossible to carry out in full the programme outlined above. To do so would place a heavy additional burden on the teachers' training colleges.

A selection may be made among the proposed activities in accordance with the local possibilities and requirements, so as to give the teachers optimal training. (See page 32).

2. Specialised training (1)

a. Introduction

Specialised training concerns graduates of training colleges and teachers already employed in primary schools who wish to acquire a particular qualification to teach migrant workers' children.

If they have already had experience in the field, they will be able to contribute practical examples to the specialisation courses and could see to it that the training was adapted to the difficulties which they have encountered.

On the other hand, they have no experience and expect the specialisation courses to equip them to teach efficiently.

In any event, premature specialisation must be rejected. Teachers wishing to specialise in teaching immigrants must have overcome the difficulties all beginners encounter; they must have progressed beyond the stage of finding their feet and have completely mastered their teaching techniques. Their further training can then build on sound foundations and the "specialist" will be a teacher in his own right and a part of his school rather than a mere fringe figure.

Several methods are possible:

1. The longest specialisation course would be for a full year in a training college situated in the very heart of an area of high migrant density. It would be meant for students who are well into their studies as well as for those who are returning to the college several years after graduating.

2. Training periods of shorter duration may be envisaged, lasting a term, a month or only a few weeks.

These 2 solutions may require the teacher to be given leave from his class work. Is this allowed him in all countries? The teacher cannot embark on these specialised courses unless he continues to receive his salary. For this purpose a "training credit" might be included in the career. It would be for the education authorities to decide on the total length of time involved.

3. Courses might also be held during holidays, weekends and in the evening. They would have the advantage of not taking the teacher away from his class but they would add heavily to his working week. Similar solutions already exist and give excellent results in other special fields (teaching mentally deficient children, children with sensory disabilities, suffering from dyslexia, etc). May we suggest that these teachers be granted "credit hours"?

Should the certificate awarded entitle the teacher to an increase in pay? It is to be hoped that it would.

(1) Referred to hereafter as ST.

There is another distinction which must be made: have the teachers who specialise already received adequate basic training?

1. If they have (after it has been assessed in breadth and depth), it would have to be reviewed and supplemented.

2. If not, the specialised training might include lessons and activities already proposed for basic training.

If we are to produce true specialists, the work must essentially centre on:

1. Very good knowledge of the immigrant milieu.

2. Perfect mastery of the methods for teaching the language of the host country as a second language.

3. Opportunities for contact, through the language, with the immigrants, so that the teacher s work has an influence beyond the narrow limits of the classroom. Each area would have to assess the number of immigrants in the various linguistic groups or the individual teacher would have to know which language was most important for his teaching.

Whereas basic training could be limited to creating an awareness of the problems, specialised training must treat the problems IN DEPTH.

b. The guidelines of this specialisation may be summed up as follows:

1. Information on migrant workers

1. See BT/1, page 33 (1). Notions to be further examined.

2. The specialisation may be selective: only a certain number of nationalities are studied (even a single nationality, if it is the object of immigration policy (2).

3. The student must acquire sufficient knowledge to be able, through his pupils, to influence the milieu concerned.

2. Rudiments of economic and human geography

1. See BT/2, page 34. Notions to be further examined.

2. The emigration countries with respect to which the specialisation is chosen may, this time, be the subject of an oro-hydrographic and political study which will quite naturally take in the economy and the human geography.

3. Resolution (70) 35 of the Council of Europe of 27 November 1970 provides for the organisation of residential summer courses in the emigration country:

"12. To encourage and assist teachers in the countries of origin to follow courses in the receiving countries AND VICE VERSA in order to promote understanding of the cultural and educational systems of these countries."

These courses would appear to be particularly suitable for students undergoing specialisation. They would both improve their knowledge of the language and acquire on the spot a knowledge by direct experience of the emigration country. This obviously implies intensive specialisation, or specialisation spread over a period of time, to make it polyvalent.

3. Rudiments of history

1. See BT/3, page 34. Notions to be further examined.

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(1) See footnote on page 32.

(2) In what follows the singular will be used throughout. The reader will put into the plural the phrases which require it in accordance with his personal interpretation.

2. With the same remarks as above (see 2.), in order to acquire a better knowledge of the cultural resources of the past in the emigration countries (history and art history; culture and folklore, etc).

4. Rudiments of sociology

1. See BT/4, page 34. Notions to be further examined.

2. More detailed study of the causes of emigration from the country chosen for specialisation, of the living conditions in that country and of the socio-cultural context.

3. In the host country, to note the areas of settlement, whether freely chosen or directed, so as to be able to establish contacts with other colleagues involved in the education of children of the same nationality.

4. Comparisons will be made between the socio-economic conditions of the area, since they determine the slant given to the studies with a view to the trade or profession which will later be practised by the children (if, when the time comes, they are still in the host country).

5. Knowledge of languages

1. See BT/5, page 35.

2. It would appear desirable to have a sufficient knowledge of the emigration country. It would establish a link, at the outset, between the family and the school. The specialised teacher could serve as an interpreter at parents' meetings and assist at other schools which had no interpreter.

3. Lack of understanding results only too often from the lack of contact between the family and the school. This often leads to indifference, to the detriment of the child.

4. Experience has shown that when the family is brought in and receives comprehensible messages, a host of problems are solved which otherwise would cause difficulties or be only partially dealt with.

5. Despite the desire to adapt the children rapidly to the language of the host country, the simple fact of knowing their mother tongue facilitates and speeds up the understanding of many words (and so of situations) which, without translation, would have resulted in a mental block. It is all a question of degree.

6. It is clearly impossible to expect to have polyglot teachers in multi-racial milieux. It will be enough to know the rudiments of the dominant language (a la rigueur of the 2 majority languages).

6. Psychological factors

1. See BT/6, page 36. Notions to be studied further.

2. When the teacher has a good knowledge of the milieu from which the children come and when he speaks their language, the risks of confrontation are lessened. Conflicts are often due to mutual lack of understanding.

3. More ought to be known of how the children have been brought up (within the family and socially) in their national surroundings. A thorough study is therefore desirable but it often requires the participation of persons with a knowledge of psychology and of the original milieux. The courses already referred to constitute one method of direct information; the participation of persons appointed by the embassies is another (for example, foreign inspectors serving in the host country; foreign teachers appointed to teach the mother tongue; foreign students from the nearest university, etc).

7. Pedagogics

1. Organisation of teaching

a. See BT/7, 1, page 37. Notions to be studied further.

b. The organisation of teaching in the host country will be studied not only in respect of its structures but also of its content.

c. From the point of view of structures, appreciable differences may exist between the age limits for primary schooling. Subjects may be taken at very different times. Without going into detail, it is useful to know at what point in his school life the child, in his own country, had to master the mechanics of reading, the fluent reading stage, the sight reading stage, copying and composition, acquiring the idea of quantity, space, time and causality (with the specific subjects and sub-divisions provided for in the curricula).

With this knowledge, it is easier to compare the levels of achievement by subject branches (which do not necessarily coincide with age levels or primary classes). This will make individual treatment the more necessary.

2. School legislation

a. See BT/7.2, page 37. Notions to be studied further.

b. A thorough knowledge of the school legislation of the country of origin - limited to the primary school and its immediate extensions - is desirable. Comparisons could be made with the legislation of the host country. The differences, which are often a source of mistakes committed by parents, could thus be explained to them with a knowledge of the facts.

3. Organisation of the class and of the work

a. See BT/7.4, page 37. Notions to be studied further, particularly from the practical angle.

b. The specialised teacher will have a good knowledge of the organisation of the work:

i. in a reception class, for children recently arrived in the host country, with whom it is necessary to achieve linguistic integration as quickly as possible, with the appropriate means (see BT/8.3, page 40);

ii. in an adaptation class, which takes retarded children for all their school work or for only certain subjects. They need to catch up, so that they can fit fully into a normal class;

iii. in a "cramming" class which will only deal with cases where there are partial shortcomings or particular difficulties.

c. The specialised teacher might give language lessons only, in one or more classes. In that case he will have to learn to work to a tight schedule, going from class to class, without continuity of teaching.

4. School organisation

School organisation is not generally within the province of the specialised teacher. He has to fit in to a structure, whose main points have to be examined in detail.

5. Curricula and timetables

a. Refer to BT/7.5, page 38. Notions to be studied further.

b. It is mainly in the adaptation of the curriculum that the specialised teacher has to display all his skill.

c. In group work, the curriculum applied in certain classes may be analysed in the light of the knowledge acquired in comparative school organisation.

6. Individual treatment

a. See BT/7.6, page 38. Notions to be studied further and adapted to the working conditions of the specialised teacher.

b. Individual treatment is mainly needed in multinational classes whose pupils are at different scholastic levels. The approach to this situation will be made through repeated exercises, in different subjects and in relation to the general organisation of the class (alternation of collective and individual activities).

c. The reception class, which is more homogeneous, requires less individual treatment. However, all possibilities must be envisaged.

7. Bilingualism

BT/7.7, page 38, may suffice.

8. Mixed classes

a. BT/7.8, page 38 may suffice.

b. This question will be dealt with in relation to the specific psycho-social behaviour patterns of the national group chosen for specialisation.

9. Out-of-school and para-school activities

a. See BT/7.9, page 39. Notions to be studied further and to be envisaged in their most practical aspect.

b. In this field, the specialised teacher may be called upon to play a role of the utmost importance. From his own classroom he may extend his action to the area or to the foreign community. He will therefore study their needs, aspirations and resources (with the help of embassy personnel).

c. He will play a practical part in parents' meetings, in children's folklore festivities, in cultural gatherings where only foreigners meet. The knowledge he will have acquired of the history and culture of the people (music, dance, folklore, graphic arts, etc) will be of great help to him here: refer to BT/3, page 34 and ST/3, page 44.

d. Curricula may be worked out through team work. Their implementation too, with each member of the group temporarily contributing his expertise.

10. Bibliography

May be limited to BT/7.10, page 39 (with stress on the references to the selected foreign country).

8. Methodology

1. Language of host country

a. See BT/8.1., page 39.

b. It is particularly in this field that the teacher must be an experienced specialist. Some countries run further training courses lasting a full year, which are concerned only with teaching the language. A diploma is given for this form of specialisation.

c. Theoretical and practical training in this field must be absolutely thorough:

i. Comparative analysis of the various audio-oral and audio-visual methods;

ii. Critical analysis of contents and progress, in order to distinguish between the methods which are suitable for young children and those more suitable for adolescents and adults (in order not to discourage the former or bring down the level of the latter).

iii. Sequence tests well adapted to the selected nationality and to given situations. Critical tests.

iv. Comparative and critical analysis (through using them) of the various materials available, with a view to selecting the most efficient of them.

9. Didactics

1. See BT/9.1 and 3, page 41.

2. This is where the main difficulty is encountered in the specialised training of teachers which has to be fitted in with their principle task and without interrupting it. Where are classes to be found outside normal school hours? Must they be held during the afternoon of the weekly holiday? This is in practice the only possible solution, both for model lessons and for practical exercises and courses.

10. Teaching methods

1. See BT/12, page 42. The teachers will bring to the task the fruits of experience acquired in the practice of teaching and the content will therefore be richer than in the BT.

3. Additional training (1)

a. Introduction

Additional training is mainly designed for teachers who are already in charge of classes containing a substantial number of foreign pupils. To begin with, strong motivation is desirable.

These teachers may have had specialised basic training in a training college. However, in view of the variety of activities from which to choose, it is unlikely that they would all have obtained, in this field, complete and uniform information. BT is a long-term endeavour and is not at all urgent, but the same is not true of AT.

By reason of the fact that they do classroom work - temporarily or permanently - with foreigners, teachers need additional information immediately. This additional information is not meant to turn out specialists who will teach migrants exclusively. For example, they should not be experts in the modern methods of teaching languages. A minimum of information and training will give them the necessary assurance in their teaching and improve the results.

Many subjects to be proposed are already included, though in more detail, either in basic training or in specialised training. We will not therefore repeat them here but will make frequent reference to "BT" and "ST".

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(1) Referred to below as "AT".

When will the AT classes be held? At best, when the teachers have "hourly credits" or a "training credit", during short courses.

In other cases, either at weekends, or at holiday courses or in evening classes. With a few hours a week, useful training can be given in a single school year.

The method adopted will clearly be conditioned by the laws and regulations of the host country.

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Clearly, the people to be trained to BEGIN WITH are:

i. training college staff, since they are responsible for the future teachers, whom they have to initiate into BT;

ii. inspectors of education, responsible for advising and supervising the work done in the classes.

The qualification should be acquired at this level first and then be extended to headmasters, then down to teacher level. The reverse order might create embarrassing situations.

Inspectors and headmasters can easily be withdrawn from their usual duties, without jeopardising classroom work.

After the necessary training, the inspectors could take over, on a centralised basis, the training of teachers in service.

When foreign teachers, trained in the emigration country, achieve a perfect mastery of the language of the host country, they can give invaluable help to the inspectors, accompanying them on their rounds, as advisers and to liaise with the consular authorities, act as interpreters with the pupils, etc. Their varied individual experience taken together will make for fruitful collaboration.

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As to where the training courses will take place, there is a wide choice:

i. in the training colleges, outside regular classes;

ii. in schools which have a large number of foreign pupils, if possible DURING ordinary hours but, if necessary, at other times, in order to be able to use the material and documentation available on the spot;

iii. in other fields (modern mathematics, for example), radio and television are used. Why should they not be used in the field with which we are concerned?

iv. the residential course is a flexible method, but one which requires an infrastructure and organisation;

v. holiday courses have the great disadvantage that they are limited, to theoretical study, since there are no pupils present. A PRACTICE PERIOD, however brief, is indispensable if the teachers are to be brought into direct contact with the difficulties.

In any case, we may count on the experience which they may have acquired in their classes, if they have a sufficient number of foreign pupils.

b. The guidelines of additional training may be summed up as follows:

1. Information on migrant workers

1. See BT/1, page 33 and ST/1, page 43: choice of subject and activity.

2. The aim and the role of the school in regard to immigrant children must be well understood, since many teachers enrolled in the training courses will probably have only a few foreign pupils in their class.

3. The concept of adaptation must be properly defined (either as integration or as complete assimilation).

2. Rudiments of economic and human geography

1. See BT/2, page 34 and ST/2, page 44: selection of subject and activity.

2. It would not appear necessary, for the purposes of additional training, to go very deeply into these subjects. An overall view, an awareness of the problems - in relation to the nationalities present in the area - may suffice.

3. Rudiments of history

1. See BT/3, page 34 and ST/3, pages 44 and 45.

Same remarks as for geography.

4. Rudiments of sociology

1. See BT/4, page 34 and ST/4, page 45: choice of subject to be tackled.

2. The sociological information may be more detailed, since it is important. Given the diversity of the teachers on the courses, group work and communications must be organised (following research into specific cases). Each teacher could contribute the fruit of his empirical experience and find in his own scholastic sphere opportunities for investigation, enquiries and research to the benefit of the whole group.

5. Knowledge of languages

1. It is not possible to decide whether it is desirable or necessary to learn one or 2 foreign languages. This course might be optional and only concerned with the languages spoken by the majority of foreigners in the district.

2. In view of the practical character of the AT rudiments of linguistics will be welcome particularly if the examples are chosen within the range of the languages spoken by the foreigners in the district.

3. Exercises in correcting faults (of diction and pronunciation) should be provided for, with rational use of tape recorder (for recording and playback, with a possibility of correcting mistakes and registering progress accomplished).

6. Psychological factors

1. See BT/6, page 36 and ST/6, page 45. Choice of subject to be dealt with.

2. General discussions on getting to know the psychology of migrants are useful.

3. More specifically, getting teachers systematically to recount their classroom experiences, which might be discussed in groups with a view to finding solutions:

a. Starting with practical cases, to discover the causes of adverse reactions by the foreign children (incomprehension and opposition; conflicts and breaches of discipline; difficulties in co-operation teacher/pupils or pupils/pupils - and of what nationalities? and why?).

b. Collective enquiry into how to overcome adverse emotional reactions.

c. Discussion of problems arising from the confrontation of different cultures and of belonging to different cultural milieux.

d. Psychological problems raised by having to learn the language of the host country as a foreign language: causes and practical solutions.

e. Can we measure the results obtained by the foreign children? Contact with a psycho-medico-social centre and discussion with the psychological staff: analysis of tests; discussion on the difficulties of applying them; outline tests for assessing scholastic achievement (which the teachers will try out on their own pupils).

7. Pedagogics

1. Organisation of teaching

a. See BT/7.1., page 37 and ST/7.1., page 46. Examples to choose.

b. Series of lessons to be adapted to the situations known to the teachers on the retraining courses. General data are indispensable, but it is important that they should be used to make practical comparisons of immediate utility. Research work will perhaps be necessary to gather information on teaching in various foreign countries.

2. School legislation

a. See BT/7.2., page 37 and ST/7.2., page 46.

b. School legislation in the host country to be studied in detail. Teachers must be able to deal with difficulties without risk of error and there must be no doubts about the information they give to parents.

c. Foreign school legislation will be dealt with on a comparative basis, adapted to the local requirements and to the teacher's own experience.

3. School organisation

a. This section is of more interest to inspectors and principals who have responsibilities in this field.

b. Teachers ARE SUBJECT TO the established system. They therefore feel its shortcomings the more acutely. Discussions might lead to working out rational and practical organisation schemes.

4. Curricula and timetables

a. See BT/7.5., page 38 and ST/7.5., pages 46 and 47; similar programme.

b. Visit to classes in which foreign pupils are being taught (ordinary class, reception class, adaptation class, etc).

c. Visit to initiation classes during clearly distinct phases of certain lessons.

d. The teacher is directly responsible for his curricula; he is less responsible for timetables. Exercises or seminars on the analysis of clearly defined sections of work, related to a given subject, will be useful insofar as they get their inspiration from the teachers' daily difficulties.

e. Work phases, worked out in groups, could be tried in the classroom and the individual teachers will contribute their findings, criticisms and remedies.

f. How to draw up a curriculum in a given year and at a given time of the year, for a class with a small percentage of immigrants? With a high percentage of immigrants? For a few newly arrived pupils? Projects to be discussed and then to be adapted accordingly.

g. Learn how to expound a subject by selecting among the forms of the language the most appropriate turns of phrase and a vocabulary suitable to the teaching situations. Construction of lessons to be discussed BEFORE and AFTER they are given.

5. Para-school and out-of-school activities

a. See BT/7.9., page 39 and ST/7.9., page 47.

b. Teachers on retraining courses are more directly concerned in these activities, in which they perhaps participate in their schools. They will communicate their personal experiences, their experiments, their possible failures. Group discussions.

c. Since they take place outside school hours, these activities lend themselves without difficulty to demonstrations, participation classes or tests (limited, partial or comprehensive), followed by discussion with a view to improving the results.

6. Individual treatment

See BT/7.6., page 38 and ST/7.6., page 47.

7. Bilingualism and multilingualism

See BT/7.7., page 38 and ST/7.7., page 47.

8. Co-education

See BT/7.8., page 38 and ST/7.8., page 47.

9. Bibliography

See BT/7.10., page 39 and ST/7.10., page 47.

8. Methodology

1. Language of host country

a. Interest will inevitably be concentrated on the major difficulty, that of learning the language of the host country. The teachers will bring them in this matter an abundant harvest of problems. The search for solutions will involve, for example:

i. A practical introduction for those who have chosen an optional course in ST/5, page 45.

ii. Explanation of the principles of the different methods of learning a foreign language. Teachers are often limited to the facilities available in their own school. It is necessary to review all teaching possibilities, to analyse, to criticise, to compare results: BOOK methods (with or without translation), NATURAL methods, DIRECT methods (with or without appropriate material), AUDIO-ORAL methods, AUDIO-VISUAL methods, STRUCTURO-GLOBAL methods, etc.

iii. Initiation into the use of a given method, chosen by the teacher or proposed by a majority of teachers (or simply available).

iv. Bringing out the respective roles of the teacher and of the material in each of the proposed methods.

v. Inventory of the existing material for the teaching of languages. Short application tests in the group itself on clearly defined subjects.

vi. Familiarisation with the available textbooks, in which a few lessons will be analysed.

vii. Familiarisation with the available teaching material which can be used (films, slides, flannelgraph, tapes, etc).

viii. Analysis of lessons in the ORDINARY textbooks of the class, in order to make sure that they can be used with foreign pupils: general level of difficulty; choice of vocabulary; sufficiently simple syntax. Experiments, in groups, in transposing difficult texts into simple texts, with appropriate illustrations. Trying out in the classroom and discussion of results. (Initiation to basic vocabulary and grammar.)

2. Other headings: See BT/2 ff and ST.

9. Didactics

1. Model or example lessons

a. It is highly desirable to be able to organise:

i. Classes on "example" lessons given in classes taught by experienced teachers.

ii. Visits to reception or initiation classes, during the characteristic phases of selected lessons: language (presentation of a theme and an oral text), dialogues, stereotyped dialogues on life situations, free expression, questions, conversation, presentation of day-to-day personal information, oral summaries, written vocabulary and spelling games, crossword puzzles, jumbled sentences, association of things and words (spoken and/or written) etc.

b. Except for TRAINING PERIODS, will it be possible to free teachers for this purpose? This aspect of training concerned them the most directly: the teacher wants to carry out practical exercises on the job.

2. Practice of teaching

There will be the same difficulties. What adequate organisation to adopt? Each milieu will have its own, clearly specified.

3. Training periods

If the teachers are not freed from their classes long enough, training periods are impossible (unless with their own pupils); this implies:

i. that there are foreign pupils among them;

ii. that the teacher in charge of the training is peripatetic and possibly assisted by the inspectorate in order to visit all the trainees.

10. Religion and lay ethics. Hygiene. Teaching methods

See BT and ST.

11. Conclusions

1. The programme briefly outlined above shows how much it depends on local circumstances and the facilities given individually to the teachers concerned.

2. In order to overcome the main difficulties, we are in favour of SECONDMENT, RESIDENTIAL COURSES and LONG COURSES.

Other formulas are not without value but are totally lacking in flexibility.

B. In the emigration countries

1. Basic training

a. Introduction

The training of teachers in countries with a high rate of emigration cannot afford to neglect this problem, its causes and its effects (international or national).

It is clear that countries in which there is little emigration, and those in which migratory movements raise few socio-linguistic problems, will attach less importance to the matter. The statistics on page 3 show however that they cannot be entirely neglected.

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Few teachers will be required to expatriate themselves. Only those who intend to emigrate one day should receive an additional or specialised training, in accordance with their geographical destination and their professional bias. The role of the teacher who settles abroad is a double one:

i. He will teach his native tongue to his young emigrant compatriots;

ii. He will possibly serve as a link between the emigrant community and the host area. In this respect he can do very good work, in particular if he has an adequate knowledge of languages (and if he is not himself totally out of his element in the region to which he goes).

b. Organisation of basic training

1. Rudiments of economic and human geography

1. Base on BT/2 page 34.

2. Stress will be placed on the special problems of the emigration country, in particular: its demography, the distribution of its population by economic sectors (agriculture, forestry, fishing; mines, industry; trade; services); over-population (if any); professional qualifications and unemployment; advantages of emigration (for the migrant and for his country).

3. Conversely, the future teacher will also be acquainted with the economic conditions in the main countries in need of manpower (particularly those to which the country sends its emigrants) in relation to the oro-hydrographic, climatic, political, etc conditions. The students must be familiar with the world of "host countries".

2. Rudiments of history

1. See BT/3 page 34.

2. Contemporary history cannot overlook the events which, at different times, have disrupted Western Europe and have affected the whole world. The broad outlines of recent historic events, the situation of the emigration country in the pattern of contemporary history and that of the main countries of Europe will be compared and contrasted.

The economic situation of countries is a result of their past history. It is enough to bring out the main links of cause and effect.

3. Rudiments of sociology

1. See BT/4, pages 34 and 35.

2. It is not without interest to take a look at the immigration policy of the most important host countries. The fate of migrants (reception, work, acclimatisation, integration, assimilation or rejection and xenophobia) may vary from country to country. These variations should be known.

3. On the whole, the social structures of the immigration country may be different from those of the emigration country. A few comparisons will throw light on the main problems which will arise at the time of emigration.

4. The cultural context, religions, customs, traditions, do not have to be studied in detail. A full portrait of each country would have no point. It is enough to call attention to the broad features common to Western civilisation and to illustrate them with particular examples.

5. The living conditions of children in the emigration countries, their schooling and the level of studies may be compared to those in the host countries.

6. Some foreign countries offer excellent prospects for the future, through the warmth of their welcome and their liberal laws. Others, on the contrary, are more rigorous.

7. Conversation with previous emigrants who have returned home might open up clearer prospects (particularly if these emigrants are students or teachers).

4. Knowledge of languages

1. Insofar as the emigration of future teachers is contemplated, the study of a foreign language might, à la rigueur be carried further (particularly if it is included in the curriculum of secondary schools). The choice should then be made of a world-wide language (one of those languages in which you can make yourself understood wherever you are: English and French, for example).

2. Learning a language spoken only in the host country is of no use at this stage. Too few future teachers are destined to emigrate.

5. Psychological factors

The literature is abundant enough for the student to be able to get an idea, from his reading, of the development of the child in Western European civilisation.

Comparisons might be made with the situation in the emigration country.

6. Pedagogics

i. Organisation of teaching

A little knowledge of comparative law shows that, in Western Europe as a whole, there are few differences between the main principles of the structural organisation of teaching (there is no point in going into the multitude of detailed differences). A comparison with the home country would call attention to any differences there may be.

2. Bilingualism

See BT/7.7., page 38.

3. Co-education

See BT/7.8., pages 38 and 39.

This chapter is only valid for the countries in which co-education is not the rule in primary schools.

7. Methodology

Language teaching methods

See BT/8.3., page 40.

8. Religion and lay ethics

Familiarisation with the problems which await the emigrant in countries whose religion is entirely different.

See examples in BT 10, page 42.

9. Conclusion

The basic training of teachers in the emigration countries will only include a slight initiation into the problems of emigration. The training will be more thorough at the SPECIALISATION level, with a limited personnel.

2. Specialised and additional training

a. Introduction (1)

We do not consider it desirable to separate SPECIALISATION from ADDITIONAL TRAINING. Both are designed for teachers who will go abroad to teach their mother tongue to their COMPATRIOTS. The only possible distinction is that the specialisation would be an extended additional training. It is not a difference of KIND, but a difference of DEGREE.

b. Organisation of specialised or additional training

1. Principles

Specialisation would be limited to 2 matters:

i. The emigrant teacher must have a GOOD KNOWLEDGE (preferably a VERY good knowledge) of the country to which he goes;

ii. He must know the language thoroughly.

2. Knowledge of the host country

1. This knowledge will in the first place be geographical and ethnical: oro hydrographic, economic structure, poles of attraction for immigrants (in particular those from the country in question), habitat, political and administrative decisions, language(s).

2. Habits and customs of the host country. Religions.

3. Organisation of teaching: structure at different levels (pre-school, primary, secondary).

4. School laws and regulations.

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(1) Cf last paragraph on page 6.

5. Immigration: bilateral contacts between countries; immigration conditions; reception machinery; aliens police; principle rules to which immigrants will be subject (administrative routine: civil status, sickness-disability insurance, professional associations, possible participation in political life - consultative councils for foreigners - legislation on wages and salaries, on employment injuries, unemployment, etc).

6. Compulsory schooling: duration, terms and conditions, control and sanctions.

7. Consular organisation; embassies: resources in the host country.

8. Initiation to RELATIONS to be established between:

   a. the emigrant community and the host country;
   b. adults and the public services;
   c. parents and schools;
   d. children and teachers.

9. Socio-cultural activities:

   a. of a strictly national character;
   b. of a mixed character, with the co-operation of the host country.

3. Knowledge of the language of the host country

Learning the language of the host country is absolutely INDISPENSABLE (1). The means to this end are similar to those described above under BT/5 ff, page 35.

Some countries are multilingual. Is it permissible to hope that the teachers should have some knowledge - if only elementary - of the second or third language (French and German in the Grand Duchy of Luxembourg; French, Dutch and German in Belgium; French, German and Italian in Switzerland)?

4. Methods of initial training

The country of origin can easily provide the initial specialisation. But it can only be taken further if the host country also makes its contribution. Thus the specialisation will be divided into 2 phases: the first BEFORE the departure abroad, which will supply the necessary basis; the second, IN THE HOST COUNTRY, when the specialisation will be completed with the help of the local educational authorities.

5. Continuing specialised training

In the host country, the specialisation of the immigrant teachers can be continued:

1. Under the aegis of the home country

   a. The emigration country may delegate abroad its own INSPECTORS (on a permanent basis or doing rounds by groups of countries). They take charge of the teachers and prevent them from getting an impression of isolation or abandonment.

   b. They organise series of courses, either during the holidays or during the school year.

   c. They hold pedagogic conferences, seminars, colloquies, etc.

2. At the initiative of the host country

   a. Immigrant teachers can be provided with advanced language courses and with refresher courses to accustom them to the teaching methods used in the host country and inform them of the teaching media available.

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(1) Some countries give preference, in their appointments, to teachers who already reside there.

3. Through collaboration between two countries

a. Information days may be held in close co-operation between the 2 countries; specialists of each nationality will give instruction, in accordance with a pre-established programme, to bring the teachers up-to-date and each will contribute what is specific to his own country.

b. The foreign teachers can also meet their native colleagues (they may be teaching the same pupils) to compare views and experiences, to co-ordinate their teaching more closely to give it greater cohesion.

6. Conclusion

If the initial training is given in the home country, it is to be hoped that it is continued in the host country and there adapted fully to the requirements of its schools and above all of the children who attend them.

VI. GENERAL CONCLUSIONS

The outline programme for migrant workers' children may seem too ambitious and overloaded.

There is however nothing impossible about it, since some countries are already carrying it out to a great extent and so demonstrating that competence, allied to a great deal of GOODWILL, can give invaluable help to foreign pupils, so that they succeed in school and in their subsequent careers. The host country will benefit as much as the emigration countries.

Brussels, 31 March 1974

APPENDIX I

Brussels .....

Dear .....

At a meeting of experts held in STRASBOURG in May 1973, a discussion was held on the training of teachers in charge of migrant workers' children.

I was instructed by the Council of Europe to draw up a detailed report on the question. I have a large amount of literature on the subject supplied by the countries concerned, but it only contains information from official sources. In my view, however, the opinion of the teachers themselves is most invaluable. It is through contact with the daily difficulties that suitable teaching methods are worked out and the teacher realises any shortcomings there have been in his training (which to begin with was not concerned with the teaching of migrant workers' children).

I should be very grateful if the teachers of your classes (nursery or primary) with at least 40% of foreign pupils would be kind enough to reply to the attached questionnaire.

I should be glad if you would kindly distribute copies and return them to me duly completed.

May I thank you in advance for your invaluable co-operation.

Yours sincerely,

L. Warzée
Chief Inspector

School stamp

APPENDIX II

..... year nursery / primary

Class teacher, Ms/Mr .....

..... foreign pupils out of a total of .....

You are faced every day with the difficulties which arise from the presence in your class of pupils of foreign nationality.

Would you kindly participate in an enquiry for the Council of Europe, by replying to the questions set out below.

The experience you have acquired in direct touch with day-to-day problems is most invaluable and will certainly provide very useful information.

Many advance thanks.

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1. In your opinion, what are the essential qualities which a teacher must possess for a class which has a high proportion of foreign pupils?

2. Do you think that particular preparation (provided at the teachers' training colleges during the teacher's training) would be useful?

   2.1 YES NO

   2.2 What form should it take?

3. Without suitable basic training:

   3.1 What are the major difficulties you encounter?

3.2 Do you think that knowledge of a foreign language (Italian, Spanish, etc) would be useful to you? Why?

3.3 Do you think it would be preferable, on the contrary, only to use French with the foreign pupils and why?

4. In present circumstances, what can be done to help overcome your difficulties?

5. Other suggestions

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